



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XV.

ST. LOUIS, MARCH, 1882.

No. 3.

REPORT ON AWARDS.

[EXTRACT FROM REPORT ON AWARDS].

INTERNATIONAL COTTON EXPOSITION, ATLANTA, GEORGIA.

The Executive Committee of the International Cotton Exposition have examined and accepted the following report of the Judges, and decreed an award in conformity therewith:

GROUP NO. 30.
CLASS 220.
ENTRY 1454.

ATLANTA, GEO., DEC. 31, 1881.

REPORT ON AWARDS.

PRODUCT: Books, Periodicals, Etc. NAME AND ADDRESS OF EXHIBITOR:
D. Appleton & Co., New York, N. Y.

The undersigned having examined the Product herein described, respectfully recommend the same to the Executive Committee for award:

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- Second. APPLETONS' READERS.
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- Fourth. APPLETONS' PENMANSHIP.
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EDWARD H. KNIGHT, LL.D.

(Signature of the Judge).

Approval of Group Judges.

W. F. STANTON, A. M.
R. B. BULLOCK.

Given by authority of the Executive Committee of the International Cotton Exposition. A true copy of the Record.

[SEAL.] J. R. LEWIS, Secretary pro tem.

H. J. KIMBALL, Director-General.

SCHOOL MANAGEMENT.

The following, by Prof. J. BALDWIN, for 14 years President of the State Normal School at Kirksville, Mo., and now President of the Sam Houston Normal Institute, at Huntsville, Texas, on the necessity and use of

SCHOOL APPARATUS,

from the long and varied experience of the author, and his eminent success as an educator, is entitled to great weight.

President Baldwin says:

School apparatus embraces all instrumentalities used for the purpose of illustration.

Tools are not more important to the mechanic than school apparatus is to the teacher.

The use of apparatus, when provided, more than doubles the efficiency of a teacher.

The district school set alone, is here considered. Schools of a higher grade are usually well supplied with apparatus.

Only in district schools where implements are most needed, do we find a lamentable destitution of them.

THE BLACKBOARD HEADS THE LIST OF APPARATUS.

In all branches it is in constant requisition. The teacher who ignores the blackboard deserves to be ignored by the school board. It is an open confession of inefficiency.

The blackboard should extend around the room, and should be from three to four feet wide. The bottom of the board should not be more than three feet from the floor.

The teacher's board should extend up to the ceiling, to give place for programme, standing diagrams, etc.

It is impossible to have too much blackboard surface in any school room.

Slate is the best material for blackboards, but is rather expensive.

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Is preferred by many to slate. Placed upon a smooth Plaster of Paris wall, or a board, it gives entire satisfaction.

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ERASERS.

During recitation, each member of the class should have an eraser. A small outlay will secure a sufficient number of the best erasers.

USE OF BLACKBOARD.

The least competent and most obscure teachers use the board in mathematics.

The skillful teacher uses it in all recitations.

In language and grammar the exercises are written on the board.

In geography maps are drawn and lessons outlined.

In reading, words are spelled and defined; inflection, emphasis, pitch, force and quality of voice are marked.

But it is needless to enumerate. The qualified teacher will no more attempt to teach without ample blackboard surface than the farmer will attempt to cultivate his farm without a plow.

CHARTS FOR READING.

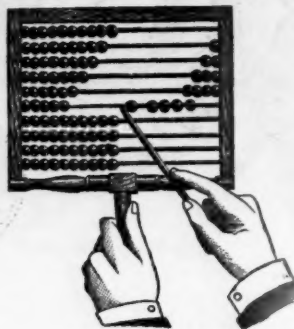
Illustrated reading charts, and blackboards are absolutely necessary to interpret and illustrate the lessons.

MATHEMATICAL APPARATUS.

Form and number must be taught to children. Every step must be first taken objectively.

Interest, clear ideas, and culture of the perceptive faculties result from this method.

Cube Root Blocks and Geometrical Forms can be secured for a trifling outlay, and these forms are of great value in education.



THE NUMERAL FRAME

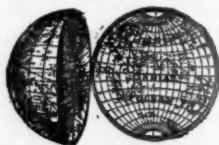
Is valuable, and should have a place in every district school, as an aid to counting, addition, multiplication, subtraction and division.

GEOGRAPHICAL APPARATUS.

The earth is the basis of instruction in this branch. Each lesson is based on the child's observation and experience. Correct teaching leads the child to observe and discover for himself. Geographical apparatus greatly aids.



GLOBE



HEMISPHERE GLOBE.

A globe, 8 to 12 inches in diameter, in a hinged case to preserve it, and a 5 inch hemisphere globe and a good magnet are needed. With these nearly all geographical topics may be fully illustrated.

MAPS.

A set of outline maps is indispensable. They will be advantageously used in almost every recitation. Only quick teachers are guilty of the crime of leaving these valuable aids unused, or of suffering them to be destroyed. Shame on such stupidity and neglect.

COST OF A SET OF APPARATUS.

It is astonishing, when we find that the common school set of apparatus costs only from \$60 to \$100, that any school should be unsupplied. It is mortifying to know that less than one-third of the schools of the United States are supplied with these essential and necessary. "Tools to work with."

Men squander millions on their appetites and leave their children destitute of the necessities of intellectual life. Judicious expenditure is true economy. Money invested in school apparatus pays the highest possible dividends to all.

For further particulars, or for anything needed in school, address, with stamp for reply,

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THE SPRING TERM

At the Gem City Business College, Quincy, Illinois, will begin

Monday, April 3, 1882,

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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XV.

ST. LOUIS, MARCH, 1882.

No. 3.

Printed for the Editors, by G. S. BOURTON, and
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ST. LOUIS, MARCH, 1882.

J. B. MERWIN, Managing Editor.
HON. E. D. SHANNON,
PROF. J. BALDWIN,
PROF. G. L. OSBORNE, Associate Editors.
PROF. E. C. NORTON,
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We do not hold ourselves responsible
for any views or opinions expressed
in the communications of our cor-
respondents.

Our associate editors are only re-
sponsible for such articles as appear
over their own signatures or initials.

The school directors and tax pay-
ers, at the next annual school meet-
ing, should remember the truth of
Gov. Crittenden's declaration that
"parsimony towards education is lib-
erality towards crime."

THE meeting of the Missouri State
Teachers' Association will be held
again this year at Sweet Springs, the
last week in June.

The President, Prof. Booth, is hard
at work to make it a large, interest-
ing and profitable meeting. He has
already secured a good list of able
and practical papers. The Missouri
Pacific Railway, as usual, will, we
presume, give reduced rates of fare,
and arrangements will doubtless be
made with the other railroads for re-
duced rates on return tickets.

THE people of this State will sus-
tain the school officers in making ar-
rangements for longer school terms,
and for securing better teachers by
the payment of more liberal wages.
Talk over the matter of a more lib-
eral estimate for teachers' wages, be-
fore the annual meeting.

THAT official form for estimates, on
page 12, will be a good one to follow
on the first Tuesday in April, in Mo.
Don't forget Gov. Crittenden's state-
ment of the fact that "parsimony to-
wards education is liberality towards
crime."

In discussing the merits of Sena-
tor Blair's bill to aid in the support
of common schools in the South, our
Senators and Representatives in Con-
gress will do well to remember the
declaration of Gov. Crittenden that
"parsimony towards education is
liberality towards crime."

THAT system of instruction by mail
so successfully inaugurated by Prof.
Miller of Bunker Hill, Illinois, is at-
tracting attention from all parts of
the country, as it should do.

We could fill a page of just such
strong endorsements as are given
him by Mrs. Gallemore of Salisbury,
Mo., on page 12. It is profitable, in-
teresting, fascinating.

Communicate direct with Professor
Miller, Bunker Hill, Illinois.

It is fair to presume that a few of
the tax-paying citizens of Missouri
pay taxes on perhaps not over \$500.
The three Normal Schools with their
1200 students, in 1879 cost all such
less than 2 cents each.

A friend in Southeast Missouri
writes as follows: "The fact is, we
must pay for education. We do not
hesitate to pay the county clerks and
other county officers, and why should
we hesitate to pay for a proper super-
vision of our schools?"

Such men as Shelton, Carleton,
Fisher, and others in Southeast Mis-
souri, would be worth thousands of
dollars as county superintendents,
while they can do but little as com-
missioners."

When your pupils do well, always
give them some substantial evidence
of their well doing by merits, checks,
certificates or reward cards.

COMPETENT teachers insure success
—but you cannot get something for
nothing in this line any more than
you can in any other line. Cheap
teachers are very expensive in the
end. They waste their own time as
well as that of the pupils.

We are glad to learn that Hon. R.
D. Shannon is to be a candidate for
the position of State Superintendent
of Public Schools of Missouri.

Without rewards a school is dead.
Issue weekly or monthly reports. Be
punctual to the moment in opening
and closing school—in beginning and
ending recitations. Get a good, ring-
ing bell on your school house. Keep
the premises clean and in order.

ROBERTS BROTHERS, publishers, of
Boston, not only publish a most ex-
cellent list of miscellaneous books,
but the school and college text-books
named on page 11 ought to attract
special attention just now.

Gov. CULLOM of Illinois, says:

"There is no issue on which the
people are so heartily united, and
about which there is so little division
of parties, as that the public school
system must not only be maintained,
but that it must be improved and per-
fected by all the aids which minds
trained in the art of teaching, expe-
rience, observation and intelligent
legislation can give it."

Gov. Cullom strongly endorses the
position taken by Gov. Crittenden of
Missouri, that "parsimony towards
education is liberality toward crime."

We hope the teachers will call spe-
cial attention to this fact!

My neighbor paid taxes on \$1,000
worth of property last year; what did
the Missouri Normal Schools cost
him?

Less than four cents. One common
cigar less would have more than paid
his Normal School tax.

OVER 200 pupils are enrolled in
the Cape Girardeau Normal School—
all earnest, united, working hard and
successfully. The faculty, pupils,
people and tax-payers a unit to make
it more of a success than ever before.

GOLDEN DAYS, for boys and girls,
is a paper we can strongly and con-
scientiously commend to all parents
and teachers. James Elverson, pub-
lisher, Philadelphia. Terms \$3 in
advance. It is a weekly, beautifully
and fully illustrated.

If the school officers will levy and
collect taxes enough,—as the law
makes it their duty to do—to employ
and pay competent teachers prompt-
ly, we will insure good schools, good
discipline, good progress and good
citizenship.

It is cheaper to be taxed to edu-
cate, and train, and discipline, than
to pay for pauperism, crime, ignor-
ance and lawlessness.

Education pays! Ignorance costs!

NATIONAL HELP.

THE bill of Senator Blair, to aid in the establishment and temporary support of

COMMON SCHOOLS

in the South, when you come to look at the facts presented in regard to the number of voters who cannot read and write, seems rather to underestimate than overestimate the importance of national aid.

Hon. J. L. M. Curry, the agent of the Peabody Educational Fund, says:

"To properly educate the school population of the South, would require an annual tax of \$40,000,000, and it is absurd to talk of raising this amount from the impoverished States in the South."

Mr. Blair's bill proposes that "for ten years next after the passage of this act there shall be annually appropriated from the money in the treasury the following sums, to-wit: The first year the sum of fifteen millions of dollars, the second year the sum of fourteen millions of dollars, the third year the sum of thirteen millions of dollars, and thereafter a sum diminished one million dollars yearly from the sum last appropriated until ten annual appropriations shall have been made, when all appropriations under this act shall cease; which several sums shall be expended to secure the benefits of common school education to all the children living in the United States."

Gen. Garfield said truly:

"The voters of the Union who make and unmake constitutions, and upon whose will hang the destinies of our governments, can transmit their supreme authority to no successors save the coming generation of voters, who are the sole heirs of sovereign power. If that generation comes to its inheritance blinded by ignorance and corrupted by vice, the fall of the Republic will be certain and remediless."

The census has already sounded the alarm in the appalling figures which mark how dangerously high the tide of illiteracy has risen among our voters and their children. To

THE SOUTH

this question is of supreme importance. But the responsibility for the existence of slavery did not rest upon the South alone. The Nation itself is responsible for the extension of the suffrage, and is under special obligations to aid in removing the illiteracy which it has added to the voting population.

For the North and South alike there is but one remedy. All the constitutional power of the Nation and of the State, and all the volunteer forces of the people should be summoned to meet the danger by the strong influence of universal education."

Certainly, "Mormonism," "Tariff," "Civil Service Reform," and all the other political questions just now absorbing public attention, sink into utter insignificance beside this one of *National help* to the South in this her hour of extremest need.

We hope meetings will be held in every school district, petitions circulated, and the facts upon which this action is based may be laid before the people.

Congress ought to act without further delay.

It should be remembered that school facilities add to the value of property everywhere; that they train the pupils to industry, to obedience to law, to order, to economy, to thrift, and they produce more and save more.

Taxes are gathered easily among an intelligent, industrious, law-abiding people, because money is earned easily, and their increased products find a ready sale.

These are the advantages of good schools. Facts which should be stated in the local papers, and at the annual meetings of school officers, and estimates should be made to secure good schools.

The annual school meetings in about nine thousand school districts in Missouri, are to be held April 4th, 1882.

THE VITAL POINT.

THE editor of the *Pacific School Journal*, one of the best and most conservative educational publications in the country, is discussing the practical problems of the public school system with great ability and wisdom. He says squarely and truly that "the shortcomings of the system are the inevitable results of that spirit of

FALSE ECONOMY—

niggardliness would be no unfit term—which the enemies of the whole idea of universal education now seek to intensify with such fair prospect of success.

A penny cannot well purchase a pound; and our whole body of educators, for fear of losing the little so gingerly dealt out to them, have never dared to demand the much to which they are justly entitled.

So it rests with those who have in charge the conservation and improvement of the American system of popular education, to take their stand on logical ground, and enunciate the only legitimate basis on which this system can produce any adequate results. This basis we believe embodied in the following proposition:

The schools are now comparative failures because the

MONEY SUPPLY

is a comparative failure.

Remedy—Increase the appropriations—more of the sinews of war.

None but teachers should be employed in the schools, and no salary should be less than fifteen hundred dollars a year.

The opponents of the system would object that this alone must enormously increase the expense of education. So it would. Herein has always lain the difficulty—an annual per capita expenditure of \$25 has been regarded as excessive, when the fact is, that, like a drop in the ocean, it has been entirely insufficient and its influence imperceptible.

These statements are made confidently, because there are facts at hand to support them. The principal of one of the most successful private schools in

CALIFORNIA

informs us that it costs from \$100 in the primary department to \$130 in the academic department to each pupil under his tuition. The records of the best private schools of a generation ago, as well as those of our own day, invariably show a minimum cost of \$160 per year for tuition alone.

If the State educates, it must educate intelligently. If it goes into the market to purchase a good English education, it cannot expect to buy at half-price. It must pay the full market value. Those who offer to sell at "greatly reduced rates" are charlatans and quacks; their wares are worm-eaten, and will disgust the buyer." B.

The most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Reading and Writing Charts, a Globe and a Blackboard, teachers can instruct a class of twenty or thirty, more effectively and profitably, and do it in less time than they would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as can be done without them—a fact which school boards should no longer overlook, and provision should be made for these necessary things, at the annual meeting.

It is well to remember that non-resident tax-payers are largely benefited by good schools and by the good work our teachers are doing, hence their property should be taxed to help pay for good schools. This should be remembered at the annual meeting, April 4th, and the estimates should be made liberal enough to secure a good school from six to nine months in the year,

That bill to aid in educating the people, introduced into the United States Senate by Hon. Henry Blair is a step in the right direction, and ought to lead to a solution of the question as to how to help the South in her need and her extremity.

Call attention to it.

WHAT'S IN A NAME?

BY ANNA C. BRACKETT.

IT has been said that one might as well kill a dog as give him a bad name—and it is undoubtedly true. When a thing or action is once named, most people accept that name as expressing the most salient features of the thing or action, and never doubt that its whole character is therein expressed.

But the view of every one is shaped by his own cast of mind, and again being the result of his daily work, or the circumstances into which he has been thrown. A name is in some sense like a photograph of a person's face, which can express but one passing phase of that person's life, if indeed it express anything but the fact that a human being has two eyes, a nose and a mouth, and is thus a person in question.

It is the same with facts, which, often, though related with scrupulous accuracy, carry an impression altogether false.

A young woman's horse took fright and runs with her. She keeps her seat, manages to guide him out of the way of passing vehicles on a road full of carriages, and after riding in this way for a mile or more, is stopped by a policeman. The newspaper the next day chronicles the fact under the head "Couldn't Manage her Horse." It was very true, but the item might with equal truth have been headed "A Good Rider" or "A Cool-headed Horsewoman," and the whole effect produced on the reader would have been different.

The reporter who handed it in has probably a low opinion of the capacity of women from other reasons, and had also very probably never been run away with by an excitable and hard-bitted horse.

Here is a story which came to my notice the other day under the head of "The Laziest Boy on Record":

"A Connecticut boy was sent by his mother to a neighbor's house for a cup of sour milk. On being told that there was none but sweet milk he had, he helped himself to a change and said: 'Well, I'll wait till it sours.'"

Now I submit that the capital might as truthfully have been "Young Philosopher," or "Practically Patient," or better still, "The Obduracy of an American Boy," or

Connecticut Casabianca," and that in that case the effect would have been altogether different. For, on thinking a moment we see that the boy had been told to go to one particular house, and not to another. He had also been sent for sour milk. Now, he had no right to change the direction of his search, or go elsewhere. Neither would he have been justified in taking back sweet milk. He paused to consider, and his reflection showed him that, time enough being given, acetous fermentation was sure to supervene. With an intelligent reliance on the invariability of the processes of nature, he sadly but firmly renouncing all possible games of marbles or ball during the necessary interval, he determined to sacrifice his own pleasure, and wait for the milk to sour.

We observe also that he did not foolishly waste the energy which he knew would be needed in the interval in standing and lounging round. He sat down that he might endure it, strain more easily, and that the conservation of energy" thus secured, might enable him to carry the milk home safely after it had soured. Moreover, with a touching thoughtfulness, he did not ask any one to give him a chair. He did not even interrupt the hard day and work of the farmer's wife by useless inquiries as to whether he might sit down. In the most unobtrusive manner he helped himself to a chair."

But, again, he could not have done so, unless he had reflected on human nature from the optimistic standpoint. He had a generous trust in the kindness of the owner of the house and of the chair. This trust is an index of a noble and generous nature. In fact as I write, I am not sure that the most appropriate reading for the item would not be "A Hero," and I do not see why the story is not as worthy of being served in rhyme as that of the boy "would not go without his father's word," and printed in future school readers.

Such may eventually be its fate, nothing is impossible in a school year.

Now as to a serious and professional application: Are we not inclined to characterize an attitude of a pupil as indicating stupidity when in reality it indicates nothing of the kind?

Those who have laughed over the versions of a Pedagogue" in *Millan's Magazine* or as copied in 1962 of *Littell's Living Age*, will understand what I mean.

When a pupil insists upon making the oblique singular of *tristis*, *triste* instead of *tristi*, and upon conjugating *rego*, *reges* and *reget* instead of

regis and *regit*, we may perhaps learn to see in the repeated error a useful conservatism of mind, rather than a pernicious carelessness and arbitrariness. We shall learn to utilize errors and to discover habits of mind, and shall be more careful before we induce confusion and discouragement by ruthlessly destroying the standard which the child has laboriously set up.

We shall perhaps see that it is worth our while to study a little more into the nature and workings of the child-mind, and begin to suspect that it is we and not he that is "malentente" and "stupid."

A NOTE OF WARNING.

THE *Medical News*, an authority we cannot afford to question or ignore, says that "much injury to the growing organisms of children is often inflicted during school life by the faulty construction of the desks and seats furnished for the pupils.

A very injurious habit of stooping forward, thus compressing the lungs, and of bending down the head in such a way as to favor congestion of the visual apparatus, is often brought on by the tops of the desks being too near horizontal.

The seats occupied by the pupils should be so placed that the top of the desk should lap over the front edge of the seat about two inches. They should be broad enough to fully support the thighs, and ought to be supplied with backs inclined only a few degrees from the perpendicular, and supporting the pupil's spine at a point about two inches below the level of the desk. Desks and seats ought always to be accurately adapted to the stature of the pupils, so they can put their feet squarely on the floor, and sit in an easy, upright, healthy position.

TEACHERS' WAGES.

WHY not adopt the following?

The Illinois law, Sec. 53, on page 34 of the last edition, reads as follows:

"Teachers' wages are hereby declared due and payable *monthly*; and upon certifying to the schedule as aforesaid the directors shall at once make out and deliver to the teacher an order upon the township treasurer for the amount named in the schedule; which order shall state the rate at which the teacher is paid according to his contract, the limits of the time for which the order pays, and that the directors have duly certified a schedule covering this time."

Teachers should be paid every month, as other officers are paid, and this can easily be done if provision is made for it in time.

This should be looked after at the annual meeting, and estimates made to insure it.

THE man who pays taxes on \$5,000 ought to be considered pretty well off. The three Missouri Normal Schools cost him less than 18 cents last year. Less than the price of four nickel cigars pays it.

IN every State, and in every school district of every State, the wise, equitable and permanent basis for a successful public school system, is to tax all the property, real and personal, to maintain public schools eight or ten months in the year.

WHAT WE GET.

IN civil society, and under the law, and within institutions such as the schools build up, says Dr. W. T. Harris, "the division of labor equalizes the differences of climate and season and the capabilities for skill, and enables each one to concentrate his whole time and attention upon a special branch of industry, and thus gain great skill and great productive power; while by trade and commerce he is allowed to share in the productions of all mankind, in all climes and in all seasons.

IN THE STATE,

each citizen is protected in his lawful vocation by the solid force of the entire nation. Looked at as thus reinforced by institutions, the individual before our eyes grows in size and power until we see him as a giant, or as a magician, possessed of superhuman strength, shoes of swiftness, and omniscient intellect. The ability to see man's greater selves, as embodied in institutions, is a faculty of the mind which has been called insight."

An essential aid to this "insight," will be found in a proper course of historical study.

It will lead one into the method of thinking of the deeds of man in their relations to his institutions, not as causes simply, not as effects simply, but as in reciprocal action—as producers and produced. If such a course of study can be formed, it will do much to aid those disciplines of the school which relate to the development of the pupil's directive power over men.

While mathematics and the natural sciences endow the scholar with directive power over matter, and enable him to combine things and forces, on the other hand, the studies of language, literature and history endow him with insight into human nature, and make clear to him the means by which the combination of man with man takes place, and those "giant selves" called institutions arise.

The social whole—the State, the Church, the corporation, the army, the institution of whatever kind—all these are only different forms of existence of man's self; they are his greater selves, which unfold one by one from him as he lives through time, and combines with his fellow-men to form these institutions. In

THE FAMILY

each one reaps the collective nurture of all: the child has his feeble strength and his inexperience reinforced by the mature strength and wisdom of his parents and elders; wavering old age finds its auxiliary in youth. The inequalities of health, age, sex and disposition are thus complemented and rendered innocuous.

THE statistics of Senator Blair's bill tell their own story.

Did you read these statistics carefully? We hope so.

DID you notice that Gov. Cullom, one of the ablest and shrewdest politicians in the West, told the 20,000 teachers of Illinois, the other day, in his address of welcome to them, that if the school law was not what it should be, to "exert yourselves to secure an amendment to the law. You have power if you will use it to form public opinion, and secure such legislation as may be needed. You are not only our children's teachers, but you are naturally entitled to be heard upon the feasibility of a measure in the interest of your cause. I believe in what is called compulsory education. We in Illinois are behind the most advanced States on this question. Only 60 per cent of the enrolled school population are in average daily attendance."

Is it not a fact that if we do not educate more, we must pay for the unwise laws enacted by incompetent members of the State and National Legislature?

Three months schooling a year will not create a generation of wise men and women into whose hands the destiny of this State will soon be placed. Better arrange for a six months' school at least, at the next annual meeting, and arrange also for securing a competent teacher to conduct it. This can be done by levying and collecting money enough to pay your teachers a living salary, and paying it every month as it ought to be paid.

GET the facts all ready; talk them over with the people; show how and why the pupils lose in nine months while they are out of school, nearly or quite all they gain while in school, and the voters will in most cases levy tax enough to continue the schools six months.

Objections to Public Education.

BY H. H. MORGAN.

PUBLIC education, having become a very important sociological question, has at last attracted the attention of many who have hitherto been unconcerned, and are now subject to a new species of attack.

Many, who from their social or literary reputation excuse themselves from any profound study of "living questions," as well as literary artists in need of "material," are now seizing upon the question of Public Education as their theme.

Unfortunately weight is lent to utterances which are neither profound nor true, by accepting these statements as authoritative because it is taken for granted that men and women who have in some directions earned public confidence, would not be guilty of unsupported assertion. As a matter of course all those who from conviction, ignorance, or selfish interest are opposed to

FREE INSTITUTIONS

rally to the support of these cavilers, and like the conspirators in Julius Caesar, shield themselves behind the honest intentions of their Brutus.

Those to whose efforts we owe the origin, development and success of the Public Schools, have of course been subject to the errors of humanity. It is therefore not difficult to find fault, and this is all the more easy if one is not to consider the reasonableness of the fault finding. The friends of the

PUBLIC SCHOOLS

have, it must be admitted, frequently made reply in the spirit of partisans. The reasons for this attitude of those connected with public education are many, and not difficult of discovery. Without stopping to dwell upon these reasons, we shall proceed to state fairly the nature of objections made, and to suggest what seem to us sufficient answers.

So far as concerns objections made by those who have no personal interest in public schools, the causes of complaint may be summarized as follows: 1. Objections based upon uncertainty as to the office of Public Education. 2. Objections based upon ignorance or misrepresentation of the results really attained. 3. Objections proceeding from want of acquaintance with the best means for attaining desired results. 4. Objections proceeding from selfish interests. 5. Objections arising from the attempt to use the Public Schools as a political machine, whether the end sought be the aggrandizement of a ward politician or the increased popularity of a great political party.

I.

First in importance as well as first in order are objections arising from difference of opinion as to the office of Public Education.

Historically, Public Schools had their origin in a desire to provide the means of education for all, and not in an effort to provide for "the poor," or in the attempt to protect the rich by doling out the least amount of instruction that would satisfy "the poor" and that would quiet the conscience of the rich.

Historically, Public Education in its beginning held but little by the doctrine that the "mass" should not be encouraged to exert their abilities lest they might chance to crowd those born in a nobler station! That the "mass" should be fully satisfied if not altogether precluded from changing their condition in life.

Historically the doctrine in every respect that, because there must always be a "mass," the individuals who compose this "mass" should be discouraged from any endeavor to ascertain by their efforts "to what station in life it had pleased God to call them."

Those who founded Public Schools and those who have succeeded to the trust of caring for and strengthening these schools after they had been founded, have always claimed that this education was at once

A NECESSITY

and a boon for the community, and in no wise a concession to the wants of the individual. Every movement distinctively American has emphasized the idea that the community (in its own behalf and not at all out of consideration for the individual) believes that "all men are born free and equal" (in the eyes of the law); that the community was satisfied that its own greatest prosperity lay in calling forth all of the abilities possessed by the individuals who composed it; that the community regarded the mutations of individual fortune as a matter of little moment, while it was of supreme consequence that every individual should not only be left free, but be urged to seek the best avenues for the exercise of his talents.

It is to such convictions as these that we owe the unquestionable gain of transferring the rail-splitter, the tailor, or the canal-boat driver to the realm of statesmanship, leaving their former places to be filled if need be by the degenerate offspring of former statesmen.

The wisest and staunchest friends of Public Education, both in the past and in the present, insist that the question belongs

TO SOCIOLOGY

and not to politics; and they would

reject as untenable the theory that Public Schools exist for the transference of exceptional young men and young women to the ranks of our social nobility. Such an idea and such a policy has prevailed in England, and by robbing the middle and "lower classes" of their only intelligent representatives, has indeed prolonged the power of an artificial nobility, while it has postponed the welfare of the people at large. That this is to-day felt to be true by Englishmen, is shown alike by their legislation and by the tenor of their literary work.

Surely no one will claim that such a policy has hitherto been American. Surely no one can deny that a contrary policy has been the cause of that wonderful prosperity, individual and national, which is at once a source of pride, and to some a cause for alarm.

It is at a time when even England is making American institutions a subject of respectful study; at a time when England as well as other European countries is awake to the fact that even under a monarchy

EDUCATIONAL QUESTIONS

are acquiring the greatest sociological importance, that some of our literateurs and political savans suggest that we should change our institutions as unsuited to our more prosperous circumstances, and replace our national idea by others which have conducted the countries of Europe to anything but unqualified prosperity. To one who regards human development as anything but an accident; to one who regards statesmanship as anything more than machine politics; to one who believes that the only security for the present and the future lies in an

INTELLIGENT KNOWLEDGE

of the lessons of the past. To such a one, it is foolish to discuss Public Education as a disagreeable but necessary provision for paupers.

To such a one it must excite contemptuous indignation that the Executive of a great commonwealth should speak of the education of washerwomen's children, as though the community distinguished or intended to distinguish the possible value of its citizens by the calling of their parents. It certainly betrayed historical ignorance to regard Public Education as deriving its strongest support from washerwomen. It certainly betrayed political ignorance to regard the children even of washerwomen as an idle class undistinguishable as to individuals while the children of many who do not pay their just debts to their washerwoman, or it may be endeavor to use their superior wealth and station and intelligence to drive unfair bargains with their washerwo-

men, are to be regarded as divinely appointed for the sole enjoyment of the advantages attainable in a civilized community.

The friends of Public Education claim that as the Public School was the natural outgrowth of our free communities; as the Public School finds its warmest and most intelligent supporters in those who are satisfied that it is the natural means of education for the community at large; so any admission that the Public School like the work house or the city hospital is merely a necessary provision for the protection of those possessed of abundant means, betrays the densest ignorance or perversion of national history, countenances the radical error of legalizing class distinctions, and endorses the socialistic doctrine that it is right for

THE COMMUNITY

to tax the individual not for purposes desirable to the community, but for the aggrandizement of a class, whether this class be composed of capitalists, of merchants, of mechanics, or of "washerwomen."

The community has left to the individual the fullest privilege for educating his own children in such places through such studies, by such methods and with such objects as may suit his caprice, his convictions or his necessities, just as the community allows the individual to transport his personal mail by special courier; but the community claims and must always claim from the individual his pecuniary support of such institutions as are believed to augment the prosperity of the community, which alone renders possible individual success.

To the community the individual owes all his opportunities for the accumulation and protection of his property! From the community the individual derives all title to his personal prosperity; through the community the individual attains everything that distinguishes a civilized human being from a Digger Indian. The rebate which the community withholds in the form of taxation, both just in itself and small in proportion to

THE PRIVILEGES CONCEDED.

This rebate is even trifling in comparison with the amounts required by other governments, and manifestly compatible with the most unparalleled individual prosperity. Were one asked to pay the amount of his taxes the price of the privileges which he receives, he would consider the purchase desirable and the price absurdly small.

Were one approached in this way he would examine the tithes, tax imposts and other devices for raising revenue, as practiced in other countries;

tries; hours in returns would be able to p the woul elusion cleaned that r without and wh more ch to see th wisely t tions for of many the sugg ne can schools, service. Those intellige tion, see out rega give all nity ac and thus children ure to t ble resu tions pu proper sp The ch more pro of class acquainta best inter by blend to remain earned t modes of the "mass" best oppo own prej masses' culture surroundi removing those who of washer wind and If the masses' ness of to wholly th course fo move sh bringing contact w ideas. The ex the world ascetic lif profess s tians," ha tory, and The O that "to p life into t the best s turns wh offer."

tries; he would expend at least some hours in ascertaining the value of the returns made to the individual; he would consider the ability of the people to purchase these privileges; and he would arrive at the startling conclusion that streets are not made, cleaned and lighted by declamation; that property cannot be protected without expenditure for police duty; and while he would pay his taxes more cheerfully, he would be prepared to see that they were expended more wisely than in providing accommodations for a few officials at the expense of many millions, and then accepting the suggestions of these officials that he can "get along" with poorer schools, dirtier streets, or less efficient service.

Those who most honestly and most intelligently support Public Education, seek by educating children without regard to social distinctions, to give all the elements of the community acquaintance with each other, and thus carry on the education of children under conditions which ensure to the community the most valuable results, while they limit distinctions purely conventional to their proper sphere.

The children who belong to the more prosperous learn the limitations of class distinctions, and form a real acquaintance with those with whose best interests their own are inseparably blended. If these children are to remain prosperous, they will have learned the ways of thought and the modes of reasoning prevalent among the "masses"; they are furnished the best opportunity for correcting their own prejudices and those of "the masses," and by disseminating the culture derived from their happier surroundings will do much toward removing the greatest objections of those who dislike to have the children of washerwomen "come between the wind and their nobility."

If the complaints against "the masses" based upon coarseness, lowness of tone, "bad form," &c., be not wholly the effect of spleen, surely the course for rational beings is to remove all occasion for censure by bringing the "masses" into direct contact with higher models and finer ideas.

The experiment of Christianizing the world by the withdrawal to the ascetic life of the desert of all "who profess and call themselves Christians," has been tried in human history, and did not approve itself.

(To be continued).

THE Christian Union says truly that "to put the chances of a noble life into the hands of a boy is to get the best security with the largest returns which the markets of the world offer."

ARE you all ready with the "estimates" for the annual school meetings to be held April 4th?

Nearly everything is advancing in price, and provision should be made for this in estimating for the wages of teachers, and for the "incidental fund" too.

Teachers should be paid their salary at the end of every month, as other people are paid, and by a little attention to the matter now the money can be secured and *on hand* for this purpose.

HON. R. D. SHANNON, State Superintendent of Missouri, on page 16 of the school law, gives some valuable and practical information bearing on the powers and duties of the annual school meeting, which is to be held the first Tuesday in April—the 4th day of the month.

It would be well to look them over carefully.

BOOKS FOR THE CHILDREN.

V.

THAT book of Emilio Castelar, entitled "Old Rome and New Italy," has no more spirited or impressive page or passage, to me, than one in the sketch of Venice, the city of palaces in the sea. Castelar there expresses briefly the delight and the inspiration which his mother gave him, in his days of boyhood, as she told him the stories of Venetian history, with which the mother's mind was richly stored.

With rapid touch that comprehends the centuries of Venetian glory, as a traveler comprehends a landscape at a look, Castelar names and characterizes the greatest men of that city.

Happy the son who has the unspeakable privilege of such a mother! Happy the mother or the father who can thus gather, and in apt phrase can tell the child such stories of the great and good, as of the matchless heroism of Dandolo, who at the age of eighty led an attack on Constantinople with all the fire and vigor of youth.

Here is a strong argument for public school libraries, that itself deserves a distinct statement and earnest urging, the furnishing of choice books for the children which parents can read to them at least, if not read and then adapt to younger minds and nascent tastes. Choice books—even a few—thus read, with the purpose of remembering and recalling their contents, will strengthen and elevate, and purify the taste, the judgment, the reason, the imagination of the reader.

The saint—Thomas Aquinas—when asked how to become learned, replied: "By reading one book." We

must read so as to understand, to familiarize, and to digest.

Many parents had no good books to read when they were children, 30 or 40 years ago, or if any, very few, and perhaps then had no taste for reading, and felt no such sense of need as now they feel every time they face their children. The excellent and delightful books that are now so numerous, so cheap, and skillfully adapted to all ages and all tastes, if brought to the eyes of loving and thoughtful parents, would enable them to retrieve in part the losses of their younger days, and to understand at one reading with their mature powers and stronger will, far more than is possible for a child to take in.

To recover lost ground, to stand on a level with the choicest writers of the present, to know the best thoughts of best writers—what an advantage now for all parents whose early education, through poverty, or isolation, or social surroundings, or hard struggles, was too narrow to suit their present circumstances and riper tastes.

"It is never too late to learn" some things, and to make up part of our lost time, when it will make us the best friends, advisers and guides of our children, far more so than teachers can become, and far longer—even as long as parents and children are spared to bless and delight each other with ever-increasing affection and sympathy and mutual services of love.

Give the children good books so as to enable the parents to befriend their offspring properly—more than by heaping up wealth. Many a fortune has proved the direst misfortune, for the heirs have not been trained, taught, enlightened, guided aright at school nor at home.

If only ten families in a district draw and read such books, it will raise the tone of thought and language and life among all their children—and there will be more good to follow.

The children deserve the best we can do for them.

L. W. HART.

What men want is not so much talent as it is purpose; not the power to achieve, but the will to labor.

John McGinness says: Dr. Benson, I will pray for you as long as I live, because you took pity on me when I was sick and in the hospital, and sent me two boxes of your Celery and Chamomile Pills, and they cured me of Sciatica, and Nervous weakness.

A Favorite Cough Remedy.—For colds, sore throat, asthma, catarrh, and other diseases of the bronchial tubes, no more useful article can be found than the well-known "Brown's Bronchial Troches."

Books for Teachers.

HOUSEHOLD EDUCATION.

By HARRIET MARTINEAU. \$1.25. Teachers' price, \$1.00.

An exceedingly wise and helpful book for teachers. It discusses the best methods of developing and training all the powers, physical, intellectual and moral; emphasizing the importance of habit; and, in short, abounds in excellent suggestions which will help teachers in difficult and perplexing situations.

One of the wisest and most helpful books ever written on the subject.—[Boston Advertiser.

Extremely readable, and helpful to all who have the care and training of the young.—[Worcester Spy.

ON THE THRESHOLD.

By T. T. MUNGER. 16mo, gilt top, \$1.00.—Teachers' price, 80 cents.

A book of thoroughly sensible, judicious, sympathetic, helpful essays on Purpose, Friends and Companions, Manners, Thrift, Self-reliance and Courage, Health, Reading and Intellectual Life, Amusements, and Faith.

"It will work a revolution among young men who read it; it has the manly ring from cover to cover."—[New York Times.

"Here is a book which, if we had our way, every boy at the threshold of life should have. It is an admirable book, which will do a great deal of good. It is one of the best books of the kind."—[The Chicago Advance.

"Among the many books of counsel for the young, we know of none better adapted to impress them with wholesome lessons. It is not a volume of sage dullness, but full of stirring life and vigor. It is a book that should go by thousands into the hands of the young."—[Lutheran Quarterly.

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EVERY-DAY ENGLISH.

By RICHARD GRANT WHITE. 12mo. \$2.00. Teachers' price, \$1.60.

A book of great value to all who appreciate accuracy and fitness in the use of language. It treats many points in speech, writing, grammar, and special words and phrases, and is written with so much humor that it is as entertaining as it is useful.

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HOUGHTON, MIFFLIN & CO.,

BOSTON, MASS.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1890.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

IT OUGHT TO PASS.

THAT bill of Hon. H. W. Blair, United States Senator from New Hampshire, to aid in the establishment and temporary support of common schools throughout the South, ought to pass Congress at once and be speedily signed by President Arthur. He would do it.

It is easy to show that it would be a patriotic as well as a paying investment.

The fact is that when by the training and the opportunities given in the public school you save a child from ignorance and brutality; when you scatter the darkness of the mind by the light of knowledge; when you take the child that might become a plague and a burden, and make of it a

USEFUL CITIZEN,

no mere dead weight and heavy drag on all honorable workers, but a source of income and means of profit perpetually, as well as a champion of all right arts and virtues, then you are investing your money at the largest rate of interest.

You make better workmen in the factories and shops, better farmers in the fields, better merchants and mechanics and associates, co-operating in all the circles of business.

You make men happier as you enlarge the horizon of their daily thoughts during the hours of work and of leisure; happier as you make their earnings at once larger and surer, with the power to use them conscientiously, with good taste, and with better effect than the unlettered ever can, or even desire to do.

That is your work as a tax-payer, and work that pays.

It pays you; it pays your children; it pays your children's children, for it protects their property; it improves society; it decreases crime; it increases the virtues of citizens, and their spirit of brotherhood.

Pay this tax, for it will lower, and that speedily, all the other taxes many per cent.

Or, as Governor Crittenden of Missouri truthfully and forcibly puts it, "parsimony towards education is liberality towards crime!"

ARKANSAS.

THE editor of the educational column in the *Malvern Monitor*, Malvern, Ark., asks the following pertinent and timely questions, and what is better still, suggests just how to remedy the defects pointed out

This is what we need everywhere; leaders to show the better way—to help organize the better elements and consolidate them.

This editor asks: "How many school districts in

HOT SPRINGS COUNTY

have a good comfortable public school house, furnished with seats, desks, blackboards, maps, charts, globes, a copy of Webster's Unabridged Dictionary, etc., as the law contemplates? We will venture to say there is not one in the county thus furnished.

How many of the public school houses are enclosed and painted to protect them against the ravages of the stock and the weather, as well as to add to their neat appearance?

We know of several very good school houses in the county; but they are neither painted nor enclosed, nor are they properly furnished.

Now this is poor economy, and a great hindrance to the success of our public schools. It is poor economy to let a building go to ruin for want of proper protection; and any one can understand that

IF THE CHILDREN

are not comfortably and conveniently seated, and if the teacher has not suitable tools to work with, it is impossible to accomplish the best possible results, and consequently there will be loss both of money and time, which is not only poor economy but a hindrance to the success of our public schools.

While directors are expected to be leaders in the affairs of their school district, it should be remembered that they cannot build, enclose, paint and furnish school houses, unless the electors of the district vote the tax to defray the expense, and direct what to do. The annual meeting will not take place until the

THIRD SATURDAY IN MAY,
at which time the electors can pro-

vide for these much-needed improvements; but we call attention to these things now, and shall continue to keep them before the people from time to time, until there is a suitable school house, painted, enclosed and properly furnished, in every school district in Hot Springs county."

So that third Saturday in May comes to be a very important day for the school interest of Hot Springs county.

Teachers, school officers, tax-payers; those who wish to build up and make attractive and strong the inducements for people to locate in this county, should see that the directors are sustained in their efforts to make the schools first class.

What is true of Hot Springs county, is true also of every other county of the State.

GOOD REPORTS.

SCHOOL officers and teachers from Texas, Arkansas, Kansas, Iowa, Illinois, Tennessee, Mississippi and other States, send us the strongest and best words of encouragement as to the interest and progress of their schools—enough, in fact, to fill a dozen such issues as the JOURNAL.

The schools, public and private, are more successful and more largely attended than ever before.

Pupils are more punctual and more anxious to attend school.

In fact there is a pressing demand where teachers have done well, for them to continue private schools after the public schools have closed.

The fact is, people begin to realize that it is better to have the children learning something useful—forming good habits—and the children themselves have come to know that good habits and intelligence are not only in demand, but are a means to an end.

One must have something more than mere muscle now-a-days when so much manual labor is done by steam power.

It is hard for a person to come into competition, or to keep up with a steam engine, and it is brains and character that win to-day, and not muscle and brag!

The schools train all the time, in the right direction.

MOVING ON.—Senator Blair says that he has received numerous letters from men prominently identified with public education in the South, indorsing his bill to appropriate money from the national treasury to aid the cause of general education.

The bill proposes to appropriate \$15,000,000 the first year, \$14,000,000 the second year, and so on for ten years, the sum to be diminished

one million dollars for each year, and to be distributed to the States and Territories in proportion to the illiterate population of each. An effort is being made to induce the Legislatures of the Southern States now in session, to adopt resolutions commending the bill, and requesting the representatives and directing the senators from these States to support it. This movement originated with men in the South, who believe the National aid is necessary to provide that section with a common school system adequate to its needs.

BETTER SCHOOL HOUSES.

THE *Sanitary Engineer*, published in New York, says that we "very much need a plain, sensible manual for the use of those who wish to erect a comfortable school house, not devoid of architectural beauty, but suited to the practical wants of school officers in every school district. A manual of information that shall enable those who carefully follow it, to build according to the most advanced knowledge as to the laws of school hygiene, covering all that relates to

THE SEATING,

lighting, warming and ventilating the house, and to all the other accessories that need to be considered."

We have published year after year in the *American Journal of Education*, just such plans, from some of the best architects in the West.

Mr. Furlong, for years the successful architect of the St. Louis School Board, furnished last year a series of elegant and practical plans for building school houses, which have been extensively adopted in Missouri, Arkansas, Illinois, Tennessee, Texas, Iowa, Kansas, and other States.

Mr. C. B. Clark of St. Louis, has also furnished a large number of plans for this journal. Mr. Beggs has also done the same thing.

We shall continue this important but expensive feature of the JOURNAL right along, trusting that we may in this way contribute something to the health as well as to the mental growth of the vast multitude who spend six hours a day in these buildings.

We must not, as teachers, sink with our failures, nor lose heart and hope with the poor specimens of culture we can produce. Finer poems have been conceived, and profounder philosophies, and grander pictures, and nobler realms than ever have been brought to perfection, as with the musicians—

"Who, through long days of labor,
And nights devoid of ease,
Still heard in their souls the music
Of wonderful melodies."

SEND ten cents if you want to see sample copies of this journal.



OLD TIMERS!



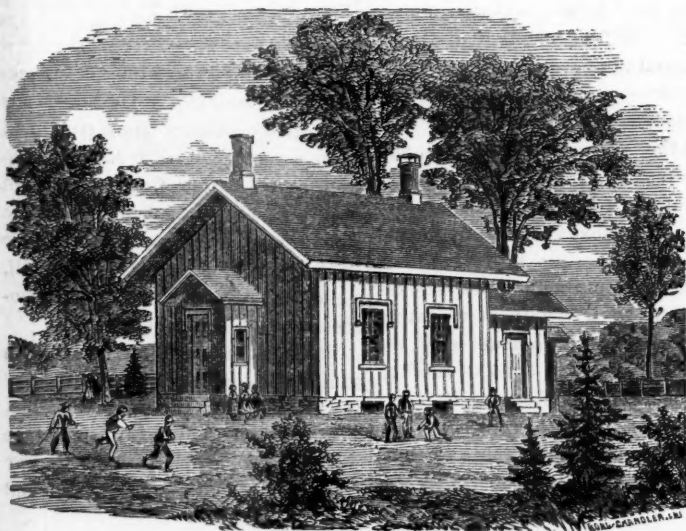
Both of them rather shade off in that direction, as the artists would say.

The "Old School House," desolate, unattractive, leaky, the doors off the hinges, greased paper over the cracks in the logs for windows, and the traditional "Old Slab Puncheon Seat," the legs, as you see, sticking up through a couple of inches—rough—squeaky! What a place in which to confine *your child* six hours a day!

These relics of barbarism are passing away, and something better and more worthy the day and age in which we live, are taking their place.

Before teachers or pupils can do much, they must have a place in which to teach, and have it furnished not only with Desks and Seats, but with other necessary things in the way of Maps, Globes, Blackboards, &c., &c.

We present cuts of two neat, attractive,



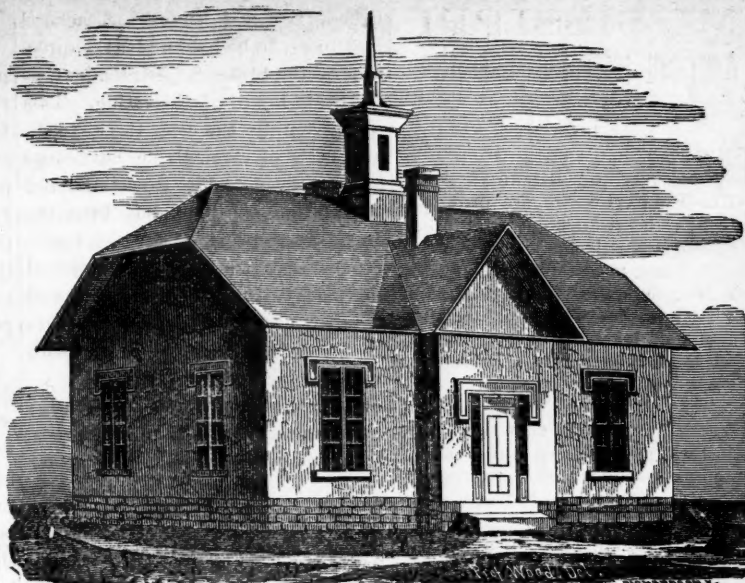
CHEAP SCHOOL HOUSES.

One of the most prominent business men in St. Louis, Hon. S. D. Barlow, so long the Secretary and Treasurer of the St. Louis, Iron Mountain and Southern Railway, says:

"If we construct our school houses with a proper regard to style and finish, as well as to appropriate arrangements for their substantial requirements and comfort, we promote *economy*, attract a superior class of teachers, stimulate a higher sense of self-respect in the pupils, and, as a consequence, render the schools more *efficient* and the discipline less rigorous."

The above cut represents a single-room school house, 20x30 feet, and 14 feet clear in height. Three rows of *Patent Gothic Desks and Seats* can be put in, or three rows of a cheaper style, "The Combination Desks and Seats," with the three back seats to start the rows with, seating 48 pupils, all that one teacher ought to have the care of. This will give room for a recitation seat and a platform for a teacher's desk, besides a small entry.

This house ought to be built and furnished with these seats and desks, blackboards of *Holbrook's Liquid Slating*, the best, all round the room, maps, charts, etc., for \$650 to \$800.



MODEL FOR A TWO ROOM SCHOOL HOUSE.

This design will meet the wants of such school districts as have two departments, a primary and intermediate grade.

There are two entrances, in opposite sides of the building, one for boys and the other for girls, and a double hall is afforded each side, without the expense of wings. The entire building is 36x52 feet, making each school room 34x25 feet, with 14 feet space between the floor and ceiling.

More and more our best teachers are in their teaching, using the *blackboard*, employing the eye and training the hand to draw, at the same time. Every available space within reach, upon the walls of the school room, should be covered with blackboards of *Holbrook's Liquid Slating*.

This house can be built and substantially furnished with the *COMBINATION DESKS AND SEATS*, or the *IMPROVED PATENT GOTHIC School Desks and Seats*, Teacher's Desk, Chairs, Blackboard, Globes, Maps, Charts, Bell, &c., for from \$1200 to \$1500. The architect, Mr. C. B. Clark of St. Louis, will furnish any other information desired, cheerfully and promptly.

The fact is, whatever else is learned or not learned, a child before leaving school should be able—

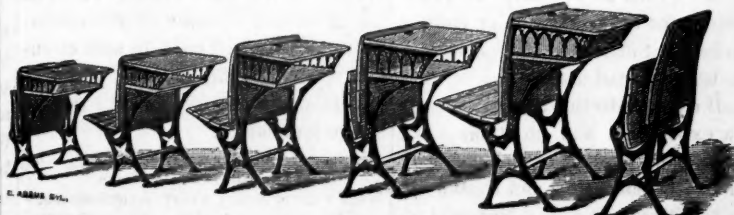
1. To read well and to spell well.
2. To write a neat, rapid, and legible hand.
3. To work accurately any question in arithmetic involving the four rules and interest, that may arise in the common business of life.
4. To speak correct English, and to write a letter of business or friendship neatly and correctly, and properly direct it.
5. To use his faculties in observing the facts of the visible world around him, and to judge according to evidence.

In order to learn to write well and to pursue their studies with efficiency the children should have a comfortable, properly constructed seat to sit upon six hours in the day. Their health and progress both demand these necessary things.

We are glad to call the attention of all interested to the following endorsement of Dr. Wm. T. Harris, Superintendent of the Public Schools of St. Louis for 13 years, and one of the ablest instructors in America.

Dear Sir—It gives me pleasure to state that the desks and seats which you put into the school rooms of this city, after a thorough trial of more than *thirteen years*, give *entire satisfaction*.

Not a single Patent Gothic Desk has been broken.



Size 5. Size 4. Size 3. Size 2. Desk, Size 1. Back Seat, Size 1. } to start the row with.

The *Patent Gothic Desk*, with curved folding slat seat, with which you furnished the high schools, are not only strong and beautiful, but their peculiar construction secures ease and comfort to the pupil. At the same time they encourage that upright position so necessary to the health and proper physical development of the young. These qualities commend this desk to all who require school furniture. WM. T. HARRIS, Supt. Pub. Schools, St. Louis.

MISSISSIPPI
American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to *our wants in Mississippi*, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

MISSISSIPPI.

GEN. J. A. SMITH, Supt. of Public Education, states the case in regard to the pressing need of better qualified teachers, paying at the same time a just tribute to those already there—but a “penny cannot purchase a pound” in Mississippi any more than in California or elsewhere.

The only remedy for the defect in our public school system is to *increase the appropriations.*

Gen. Smith says:

MISSISSIPPI

is sadly in need of educated and trained teachers in her public schools. How this demand is to be supplied is a question of great importance. That we have some as good teachers as are to be found elsewhere is true, no doubt, but they are, comparatively speaking, few. Indifferent teaching I regard as worse than no teaching at all.

To remedy this evil, I would suggest the establishment of a Normal School for the training of white teachers, such as we have at Holly Springs for the education of colored teachers. Such a school I believe can be supported at, as I deem it, a small expense to the State. We are now expending, and profitably, as I think, about \$2,500 of the Peabody fund in the education and training of our teachers at Peabody Normal College, at Nashville, Tenn. This sum, together with a liberal appropriation by the Legislature, would enable us to support a good Normal School.

As a substitute for a Normal School, in case it cannot be estab-

lished, I would suggest Teachers' Institutes, to be held under the direction of the State Superintendent, or the State Board of Education. This work, within the last three years, has been of incalculable advantage to teachers, not only from the useful information obtained, but from the professional pride with which teachers are inspired from the improved methods of teaching obtained, and from the new impulse which teachers receive from coming in contact with leading educators of the State.

Could these institutes be extended into Normal Institutes of five or six weeks annually, they would go far towards supplying our deficiency in the way of a Normal School.

TEACHERS' INSTITUTES.

During the past two years a series of these institutes were held in various portions of the State; and, but with a single exception, with excellent results.

The attendance of teachers and citizens generally was good, the instruction practical and useful. Wherever these institutes were held, a renewed interest in the cause of education has made itself manifest. The whole expense attendant on this work was borne by the Peabody Educational Fund, liberally furnished by the distinguished general agent of that fund, Hon. J. L. M. Curry. B.

MAYOR COURTNEY of Charleston, S. C., does well to reiterate the fact that "it is educated mind that rules, whether in the cotton factory, the cotton field, the machine shop, the counting house, the senate, or the pulpit; it is brain-power which makes a people."

Could not the Legislature of Mississippi help the State and help the whole South, by passing a joint resolution asking Congress to pass Senator Blair's bill to aid the common schools?

We think so.

ONE of the leading educators of West Virginia, writes under date of Feb. 11th:

"No other paper contains so much matter exactly suited to our wants as the *American Journal of Education*.

If teachers will read it and circulate it among the patrons and taxpayers, our school system will rest on a sure foundation."

Habitual Costiveness

Natural Costiveness
Is the bane of nearly every American woman. From it usually arises those disorders that so surely undermine their health and strength. Every woman owes it to herself and to her family to use that celebrated medicine, Kidney-wort. It is the sure remedy for constipation, and for all disorders of the kidneys and liver. Try it in liquid or dry form. Equally useful in either.—[Boston Sunday Budget.

It seems to us to be an easy thing, that when you remove to another postoffice, and want the JOURNAL sent to you, to notify us at once of the fact, stating what postoffice it was sent to before you moved, and what postoffice you wish it sent to when you notify us. It costs only a cent postal card to do this. Do it promptly, and write plainly, and you will not miss a single number of the paper.

There can be no question that the general results of public education would be far greater were those entrusted with the direction of such matters, to adopt the principle that they would first select the most *competent teachers* available, and then assign them salaries sufficient to content them and make them regard teaching as their permanent occupation, and that the last measure taken in the interest of economy should be the decrease of the teacher's salary below a proper point.

If education is worth doing at all, it is worth doing well ; and the quality of the teachers is at the foundation of the whole system.

How to Make Blackboards.

LET the walls of the school house be hard finished—that is, finished with a half-inch coat of plaster of Paris, and after it is thoroughly dry, apply three coats of

HOLBROOK'S LIQUID SLATING

on all the space in front, sides, and in the rear of the seats. To properly apply it use a fine camel's hair brush. Thoroughly shake the slating, and pour a small portion into a shallow vessel, and apply with quick strokes from right to left, without repeating as in painting. Two hours after the first coat is applied, a light rubbing with emery paper prepares it for a second coat. A third coat is usually required to make a durable and thoroughly first-class blackboard. Total cost:

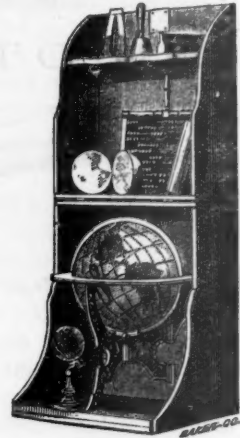
Slatting, one gallon.....	\$8 00
Brush.....	75
Emery paper.....	10
Labor.....	2 50
Total.....	\$16 85

The base board or wainscoting should not be more than two feet high from the floor, and a strip of board or moulding should be run along the top of the wainscoting, to form a receptacle for crayons, black-board erasers, &c. Three and one-half feet above this nail a narrow strip of moulding for the upper side of the blackboard, and you are then prepared to apply the slating, which comes in cans holding from one pint to a gallon.

Next to a good blackboard should be a set of

OUTLINE MAPS,

About nine in a set, embracing hemispheres, the continents, political divisions, and, either on the same map or a separate one, the physical appearance of the earth, so far as it is represented by elevations, trade winds ocean currents, isothermal lines, &c. Such a set costs from \$20 to \$30, according to size and finish.



GLOBES.

An 8-inch globe, with quadrant and hinged case, from	\$10 to \$20	00
Hemisphere Globe.....		3 50
A set of cube-root blocks		1 10
A set of primary reading charts.....	\$3 50 to 10	00
A call-bell		1 50
A numeral frame		1 50
Writing charts.....		4 50
A magnet.....	25 cents to	2 00
Teacher's Daily Register, No. 2		1 00
" " " No. 3.....		1 25
Object teaching forms and solids		3 25

A total of \$60 to \$100 for Blackboards, Globes, Clock, Outline Maps and other necessary apparatus, will cover a very good outfit in every district school, aside from the school furniture; and school desks of the most improved styles can be had for an average of \$3 to \$4 per pupil, while the ordinary cost of pine benches is about \$3 per pupil.

These estimates should be made in addition to the amount needed to pay the teachers, at the regular annual meeting, and the money should be collected, to be drawn upon to pay the wages of the teacher at the end of each month.

NONE of us are quite able to estimate the good we are doing in these schools. None of us are competent to measure the growth of powers which we foster and stimulate, as with the Sunday-school teacher in the London streets, who took little ragged Robert Morrison into his class—the Robert who became Dr. Morrison in China, and author of the great dictionary in China and English that opened the language of hundreds of millions of people to the study of all Christendom.

THAT bill of Senator Blair's ought to be called up soon and put upon its passage. The yeas and nays on such a measure would be very "interesting reading."

KEEP it before the people, by circulating the printed page, that a large portion of the property which is taxed to defray the expenses of furnishing and maintaining our schools, belongs to non-resident tax-payers, who are very greatly benefited by good schools—hence, the amount for each individual tax-payer who resides in the district to pay, is, when scattered over the whole taxable property, very small compared with the benefits the children derive from having the very best teachers.

It is a good plan to vary exercises occasionally, by asking your pupils to tell what they have been reading.

Write words on the board and have your pupils use them in sentences.

Select several pupils occasionally to bring in lists of words for a spelling exercise.

Write on the blackboard names of places, from geography and history, and have pupils locate and describe them.

A STRONG ENDORSEMENT.

HON. R. D. SHANNON, State Supt. of Public Schools of Missouri, gives the Normal Schools of the State the following strong endorsement. He says:

"A case of failure on the part of any of the hundreds of graduates of our Normals now teaching in Missouri, has not fallen under my observation.

The facts as they exist and are above stated, are a presumption little short of proof, of the value of professional training for teachers.

The advantage of, nay the necessity for such training, in order to secure with any degree of certainty, successful teachers, is so generally recognized, that a majority of our private and denominational schools are establishing normal departments."

THE text-books issued by the several large publishing houses, are so complete, elaborate and full, that we do not care to take space in our columns to illustrate examples for which so many millions of books are made.

We prefer to show the people the necessity and value of the work done by our teachers, and to try to convince them that it is not only worth paying for, but worthy of more liberal and prompt payment.

Houghton, Mifflin & Co., make large reductions in the list of "Books for Teachers," mentioned on page 7. These books, from personal examination, we can strongly commend.

On hand, Shannon's Civil Government, for the use of schools, as a text book. Write to L. S. Holden, 11 North Seventh Street, St. Louis.

The Missouri University Review.

A quarterly of 64 pages—February, 1882—S. S. Laws, LL.D., Editor; D. R. McAnally, Jr., A. M., Managing Editor; B. F. Thomas, Ph. D. and J. S. Blackwell, Ph. D., Associate Editors. *Statesman* office, Columbia, Mo.

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1. Editorial—"Salutation," "The Bureau's Mistake," "The Law Department," "Revised System of Electric Units," "Religion and Science," "The Transit of Venus," "New Electrical Storage Battery."

2. Forestry.

3. Literature in the District School.

4. Normal Departments in State University.

5. Criticisms on Words, Scientific Notes, Literary Notes, Recent Publications.

WASHINGTON UNIVERSITY has been furnishing several courses of lectures this winter of more than usual interest. History, Art, Science, Literature, Travel. A special course upon all these topics, beside several others, and all for a merely nominal price of admission.

Already a number of our leading school officers are laying plans for a six weeks' Institute this Summer. There will be a large demand for both ladies and gentlemen who can do efficient work in this direction.

There is no "patent method" of teaching history or anything else. A competent teacher, well and promptly paid, will speedily adopt the best methods, and insure success.

WORTH LOOKING INTO.

MR. W. E. KEYS, treasurer of the school district at Roca, Lancaster county, Nebraska, reports the following facts in regard to the free text book system as managed in that village:

Text books, copy books, pens and ink have been furnished by the district for five years, at a total expenditure of \$132.25, making an average per year of \$26.45. The average attendance has been about 35 pupils, hence the average yearly expense per pupil, has been seventy-five cents only. If, from the total expenditure, we should deduct the present value of the books on hand, the expense would be still less.

Where parents buy books for their children, at usual retail prices, do they not pay upon an average, more than 75 cents a year for each child?

The daily *State Journal* at Lincoln, Nebraska, keeps up a valuable and interesting educational column, edited by Prof. H. S. Bowers. It is doing much to set before the tax-payers

just such facts and data in regard to the progress of the schools as they need to know, as shown by the following illustration.

Prof. Bowers says: "Free, candid discussion, is what we wish. As this department appears in the weekly as well as in the daily *Journal*, a word of explanation may be needed. It was stated in a Lincoln paper that children in the city schools could bound every county in Nebraska, name and locate every postoffice in the State, etc. Col. Pickett doubted this, and offered a set of American Cyclopædia to the child who would do it. Later Mr. Pickett announced in the *Journal* that the young man, Mr. Pace, who accepted the offer, had been carefully examined and had fairly won the prize."

Schools as well as individuals might win a set of the "American Cyclopædia," and so start a valuable library, if some of our teachers were a little more public spirited, and would let the people know what they are doing, through the columns of the local papers. Would it not be a good idea to inaugurate such a move?

If our teachers are wise—and they certainly are growing wiser, stronger and better—will they not see to it without further delay, that the "printed page," carrying argument, persuasion and facts such as we present in this issue, and which ripen into conviction, is circulated continuously among the patrons and tax-payers?

Trouble and hindrance come from lack of knowledge of what our teachers are doing, and what they propose to do.

Intelligent, well-posted people, sustain the teachers in their work of instruction and discipline.

Why not circulate the printed page containing this information, among the people?

Intelligence pays—ignorance costs.

ALLEN LYSER, editor of the *Pacific School Journal*, says that "education is to cost more, not less; fewer teachers will be born, more trained; teaching will be a money-making business as well as law, or medicine, or theology; finally, the common honesty of paying a just price for an article purchased by the State, will secure more conscientiousness among teachers in the supply of that article."

"How are You my Old Friend?"

Asked a bright appearing man. "Oh! I feel miserable, I'm bilious and can't eat, and my back is so lame I can't work." "Why in the world don't you use Kidney-wort? that is what I use when I'm out of sorts, and it always keeps me in perfect tune. My doctor recommends it for all such troubles." Kidney-wort is the sure cure for biliousness and constipation. Don't fail to try it.—Long Branch News.

SCHOOL AND COLLEGE

Text Books

HOW TO WRITE CLEARLY.

Rules and Exercises on English Composition. By the Rev. Edwin A. Abbott, M. A., Head Master of the City of London School. One vol. 16mo. Cloth. Price 60 cents.

"This is practical rhetoric. It contains numerous rules for the correct use of the words and phrases most commonly misused in English, with examples, cautions and explanations. To teachers, whose chief implement is language, the work will be suggestive and improving."—National Teachers' Monthly.

HOW TO TELL THE PARTS OF

SPEECH: an Introduction to English Grammar. By Rev. Edwin A. Abbott, D. D., of the City of London School; Revised and Enlarged by Prof. John G. R. McElroy, A. M., of the University of Pennsylvania. One vol. 16mo. Cloth. Price 75 cents.

"I am using How to Tell the Parts of Speech, with pleasure to myself and profit to the class."—McRobert Anderson, Episcopal Academy, Philadelphia.

HOW TO PARSE. An attempt to

apply the Principles of Scholarship to English Grammar. With Appendixes in Analysis, Spelling and Punctuation. By Edwin A. Abbott, M. A., Head Master of the City of London School. 16mo. Cloth. Price \$1.00.

"We recommend this little book to the careful attention of teachers and others interested in instruction. In the hands of an able teacher the book should help to relieve parsing from the reproach of being the bane of the school-room. The Etymological Glossary of Grammatical Terms will also supply a long-felt want."—N. Y. Nation.

ENGLISH LESSONS FOR ENGLISH PEOPLE.

By the Rev. Edwin A. Abbott, M. A., Head Master of the City of London School, and J. R. Seeley, M. A., Prof. of Modern History in the University of Cambridge. Part I, Vocabulary. Part II, Diction. Part III, Metre. Part IV, Hints on Selection and Arrangement. Appendix. One vol. 16mo. Cloth. Price \$1.50.

"The whole spirit of the book is an effort to inculcate a plain, simple and straightforward style of writing. It is an unbending foe to periphrases, circumlocution, and that 'scrappy' method that is so prevalent at the present time, and, taken as a whole, it is one of the best works on rhetoric that has appeared for many a day."—Saturday Evening Gazette.

A PARAGRAPH HISTORY OF

THE UNITED STATES, FROM THE DISCOVERY OF THE CONTINENT TO THE PRESENT TIME. With Brief Notes on Contemporaneous Events. Chronologically arranged. By Edward Abbott. Square 18mo. Cloth. Price 50 cents.

"We recommend it as the first history to be used in our public and private schools."—Philadelphia Press.

A PARAGRAPH HISTORY OF

THE AMERICAN REVOLUTION. By Edward Abbott. 18mo. Cloth. Price 50 cents.

Here is the whole story of the American Revolution in its briefest form, in a neat, handy volume with maps and index.

Terms for introduction given on application. Specimen copies to teachers for introduction, at a discount of one-third off from retail prices, mailed on receipt of the money.

ROBERTS BROTHERS, Publishers,

299 Washington St., Boston, Mass.

Missouri Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

TO COUNTY CLERKS AND COMMISSIONERS. Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now

subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, [which every expedient so far adopted by you or myself has failed to secure] that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law decisions, I intend that the official department shall contain directions as to how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

R D. SHANNON, State Supt.

Have you looked over carefully the following "official form" for estimates for 1882-83? It would be a good idea to compare it with the school law, so as to have all the items carefully and thoroughly discussed:

FORM FOR ESTIMATES FOR 1882-83.

To the County Clerk of Boone County, Mo.:

Dear Sir—Please find herein an estimate of the amount of funds necessary to sustain the School in District No. 4, Township No. 41, Range No. 24, for the period of six months, and other amounts required.

For Teachers' Fund, - - - - -	\$300 00
For Building Fund, - - - - -	400 00
For Incidental Fund, - - - - -	100 00
For Interest on Indebtedness, - - - - -	50 00
For Sinking Fund - - - - -	50 00
Total, - - - - -	\$900 00
Deducting Cash on Hand, - - - - -	\$150 00
Deducting amount estimated from Public Funds, - - - - -	50 00
Amount to be levied on taxable property of the District, - - - - -	\$700 00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1882, it was ordered that School be held for the period of six months, and that the various amounts above specified were appropriated for sustaining and carrying on the same; that a majority vote was given to increase the levy to 65 cents on the \$100 valuation, if so much was needed to raise the amounts for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two-thirds of the voters in the district voted in favor of a levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on same, which are not restricted by the Constitution to any definite per centum.

JOHN DOX, District Clerk.

The Clerk will draw a line through any portion of the certificate not suited to the action of the meeting.

If teachers will canvas the matter a little, judiciously, they will find there is plenty of time between this and the first Tuesday in April, to work up interest enough to secure a six months' school, and a more liberal estimate for teachers' wages, a levy of taxes so that the treasurer will have funds on hand to pay the teachers every month, as they should be paid.

We call attention to the matter now, that it may be done.

THERE is one sure way to secure good schools in this State.

We must make estimates to pay teachers liberally and promptly, and we can secure them.

We have been trying to make \$1.00 do the work of \$2.00, and the experiment has failed in school matters, as it does everywhere else.

Let us at the annual meeting, April 4th, be prepared to make estimates liberal enough to cover the necessary expenses.

New Books.

A HAPPY BOY. By Bjornstjerne Bjornson. Translated from the Norse by Rasmus B. Anderson. Boston: Houghton, Mifflin & Co. For sale by Hildreth Printing Co., St. Louis.

We cannot do better than to quote the following from the preface by the translator, Professor Rasmus B. Anderson: "A Happy Boy was written in 1859 and 1860, and is in my estimation Bjornson's best story of peasant life. In it the author has succeeded in drawing the characters with remarkable distinctness, while his profound psychological insight, his perfectly artless simplicity of style, and his surroundings are nowhere more apparent. This view is sustained by the great popularity of 'A Happy Boy' in all parts of Scandinavia."

This volume will be followed by "The Fisher Maiden," in which Bjornson makes a new departure, and exhibits his powers in a somewhat different vein of story-telling.

THE "North American Review" for March presents a striking array of articles, every one of which possesses the characteristic of contemporaneous interest. First we have a contribution from Senator George F. Edmunds, on The Conduct of the Guiteau Trial. Ex-Minister Edward F. Noyes communicates the results of his observations of political affairs in France under the title, The Progress of the French Republic. In Trial by Jury, Judge Edward A. Thomas describes the social conditions under which our jury system had its origin, and notes its defects in view of the altered relations of modern life. Mr. John Fiske makes an able and ingenious analysis of that great intellectual movement, the Reformation, deducing therefrom the True Lesson of Protestantism. In Law for the Indians, the Rev. William Justin Harsha endeavors to demonstrate that the one rational and effectual cure for our Indian troubles is to extend the jurisdiction of the civil and criminal courts over all the social relations of the red man. Professor A. B. Palmer writes on the Fallacies of Homoeopathy. Finally, the Hon. Neal Dow contributes an article on the Results of Prohibitory Legislation, demonstrating the success of the efforts to suppress the liquor trade in Maine.

A LITERARY EVENT.—An important unpublished work by Thomas Carlyle has been discovered lately. It is entitled 'A Tour in Ireland in 1849,' and comprises notes on the moral and political condition of that country of the most stringent character and greatest interest. This manuscript was unknown to Mr. Froude, and it was submitted to his examination. He was so delighted with it that he volunteered to write an introduction when it is published in book form. Meanwhile it has been secured by Edmund Gosse for "The Century Magazine," where it will shortly begin to appear as a serial, simultaneously in London and New York.

The sale of the November "Century" still continues in England.

The article by Washington Gladden on The Increase of Divorce, in the January "Century," has attracted wide interest and discussion in England. The London Daily News of January 6th devotes a column to it.

THE Home and Society Department of "The Century Magazine" will be devoted, during the next three or four months, to a subject of first importance to home life—the proper construction of houses with reference to protection against fire, and the dangers to health arising from imperfect drainage, bad ventilation, and damp walls. The articles will be written by experts, whose aim will be to give practical hints to persons intending to build, so that they will be able to examine intelligently the plans of architects and the work of builders. In the March number will appear the first of the series, by George Martin Russ, on "House Foundations," in

which attention is also given to remedies for damp walls and cellars.

OUR LITTLE ONES for March seems the perfection of a children's magazine. It combines its own excellences and those of the Nursery it has absorbed. Its lovely stories and poems and its beautiful pictures are really delightful.

Roberts Brothers have issued a new edition of the "Prayers of Theodore Parker," with a preface by Miss Alcott and a memoir by F. B. Sanborn.

Lightning Index to 25,000 Words Of the English Language, 20,000 synonymous words, 2,000 words of similar pronunciation, rules for spelling, letter writing, punctuation, for using capital letters, &c. Paper 25c, cloth 50c. M. Battle, 100 Nassau St., N. Y.

The Rev. C. W. Garoutte of Dayton, Ohio, under date of October 31, 1881, writes as follows: "S. N. Smith & Co., Gentlemen: Some years ago I suffered two attacks of hemorrhage of the lungs, and after using but two bottles of Dr. Crook's Wine of Tar, realized a complete and perfect cure." See advertisement.

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I am receiving instruction from Prof. Miller, by mail, in a course of English Literature, and take great pleasure in being able to express my entire satisfaction with his method of teaching. He builds from the foundation up, in a simple way, yet in such a philosophical manner as to excite the interest and carry the confidence of the student. I regard the work in which Prof. Miller is engaged, as a noble and useful one, affording as it does the means of acquiring knowledge in the various branches to many to whom other methods would be unavailable. Judging from my experience, I think he is specially adapted to this work, and that he will be successful in it with a large number of pupils I have no doubt. I would say to those desiring to study, you will be pleased and greatly benefited if you engage Prof. Miller, and receive your lessons, as I have done, through the mail. LOU. E. GALLEMORE.

SALISBURY, Mo.

MR. CHARLES DUDLEY WARNER, in the opening sentences of his late essay on "The American Newspaper," says:

"The newspaper is a private enterprise. Its object is to make money for its owner. Whatever motive may be given out for starting a newspaper, expectation of profit by it is the real one, whether the newspaper is religious, political, scientific or literary. The exceptional cases of newspapers devoted to ideas or 'causes' without regard to profit are so few as not to affect the rule. Commonly the cause, sect, the party, the trade, the delusion, the idea gets its newspaper, its organ, its advocate, only when some individual thinks he can see a pecuniary return in establishing it."

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GENTLEMEN: I have used DR. HARTER'S IRON TONIC in my practice, and in an experience of twenty-five years in medicine, have never found anything to give the results that DR. HARTER'S IRON TONIC does. In many cases of Nervous Prostration, Female Diseases, Dyspepsia, and an impoverished condition of the blood, this peerless remedy, has in my hands, made some wonderful cures. Cases that have baffled some of our most eminent physicians, have yielded to this great and incomparable remedy. I prescribe it in preference to any iron preparation made. In fact, such a compound as DR. HARTER'S IRON TONIC is a necessity in my practice. DR. ROBERT SAMUELS, 3104 Wash Avenue, ST. LOUIS, MO., NOV. 25th, 1881.

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IRON TONIC.

Secretary Folger of the United States Treasury, has called in another \$20,000,000 of the bonds continued at 3 1-2 per cent interest by his predecessor, Secretary Windom. Interest will cease in sixty days from the date of the call. This looks encouraging to patriots who are hoping to live to see the National debt paid.

But the fact is, it would be a great deal more "patriotic" and sensible, to put off this unnecessary call for bonds, and use the money for "common schools," as provided for by Senator Blair's bill.

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A botanical extract. Permanently strengthens the brain, and positively cures nervousness, nervous debility, and all weakness of generative organs. Price, \$1; 6 for \$5. All druggists. Depot Allen's Pharmacy, 315 First Avenue, New York, N. Y. SEND FOR CIRCULAR. Free by mail on receipt of price.

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XV-1-4

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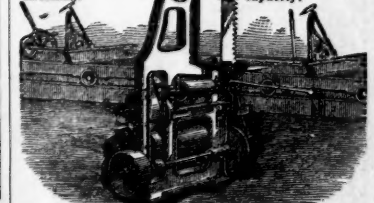
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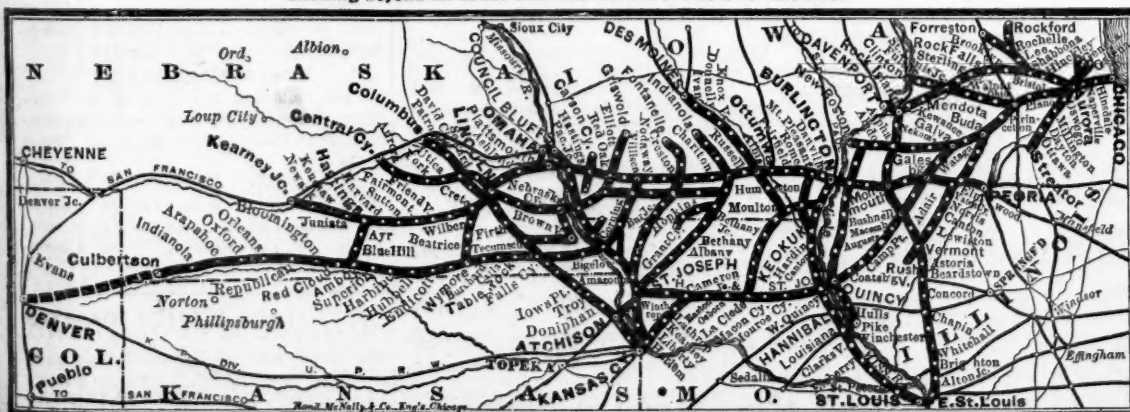
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 Life to all the important organs of the body.
 The natural action of the Kidneys is restored.
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 mation will place the principals' salar-
 ies at \$2,000, if not, indeed, at the
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An effort is also to be made to in-
 crease the schedule for other grades
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 year, \$650; third year and subse-
 quently, 750; grammar teachers \$50
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At the next annual school meeting
 to be held April 4, 1882, it will be
 well to remember the truth of the
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 that

"Parsimony towards education, is
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 it that your neighbor gets hold of this
 idea too, and votes upon it.

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 tioned on the first page of this issue,
 will deservedly attract attention for
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 who shall deliver the best 'original
 oration'" at Carthage some time in
 June. Each county will be allowed
 one competitor. The judges will be
 appointed outside the district. Time,
 twenty minutes.

Practical results are the only true
 measures of church organization.
 There is as little reason for accepting
 the church of the first century as a
 final model for the church of the
 nineteenth, as there would be to go
 back to the army of Miles Standish
 for the army organization of the Re-
 public in the throes of a great civil
 war.

Let it be remembered, and provi-
 sion made for the fact, early, that the
 annual school meetings in nearly ten
 thousand districts in Missouri, are to
 be held the first Tuesday in April—
 the 4th day of the month.

Pupils should be taught to read so
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 moving panorama. This is the
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 They are used by the profession at large and
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It is not a patent medicine. It is a result of
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 cure for the following special diseases, and are
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 They are prepared expressly to cure sick head-
 ache, nervous headache, dyspeptic headache,
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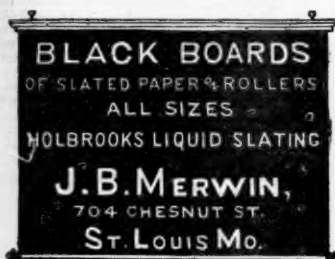
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R. P. RIDER,
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TIME TABLE.

STATIONS	Train 1, Daily except Sunday	Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.
Leave Chicago	8.40 a. m.	8.30 p. m.
Arrive Kalamazoo	4.40 p. m.	3.55 a. m.
Arrive Odessa	7.10 p. m.	5.45 a. m.
Arrive Centralia	7.35 p. m.	6.10 a. m.
Leave Centralia	10.05 p. m.	6.15 a. m.
Arrive Cairo	4.05 a. m.	10.50 a. m.
Arrive Martin	7.40 a. m.	1.25 p. m.
Leave Martin	10.40 a. m.	10.15 p. m.
Arrive Nashville	7.30 p. m.	10.00 a. m.
Arrive Milan	8.10 a. m.	2.45 p. m.
Leave Milan	12.15 p. m.	3.30 a. m.
Arrive Memphis	4.15 p. m.	8.15 a. m.
Arrive Jackson, Tenn.	10.40 a. m.	4.00 p. m.
Leave Jackson, Tenn.	10.45 a. m.
Arrive Mobile, Ala.	1.50 a. m.
Arrive Gr. Junction	12.45 p. m.	6.00 p. m.
Leave Gr. Junction	6.22 p. m.	6.22 p. m.
Arrive Memphis	8.20 p. m.	8.20 p. m.
Arrive Jackson, Miss.	10.45 p. m.	3.21 a. m.
Leave Jackson, Miss.	5.40 a. m.	5.40 a. m.
Arrive Vicksburg	8.00 a. m.	8.00 a. m.
Arrive New Orleans	7.15 a. m.	11.00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (38½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (23 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

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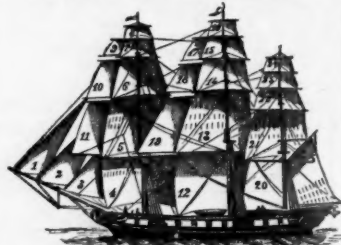
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